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ABSTRACT

An introduction to contemporary views of second/foreign language course design is intended for even relatively inexperienced teachers wishing to meet the somewhat sophisticated current expectations for language training. First, it provides theoretical background concerning the concepts of communicative competence and second language proficiency, speech act theory, pragmatics, and interactional analysis. Alternative orientations to language teaching that accommodate the new body of theory are presented critically. The main body of the book offers a proportional approach to course content, with topics, general notions, situations, and themes providing frameworks to support other necessary curriculum components. Procedures for developing instructional units in any language are described, and illustrated with examples of materials developed from prototypes and suggestions for suitable classroom procedures. Three case studies, all evolved from adult second language education needs, are presented. It is proposed, however, that the approaches and techniques outlined here are applicable to all educational levels. Sample task-based curriculum frameworks and frameworks for courses addressing communication needs are appended, and a substantial bibliography is included. (MSE)

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